Completed Session Plan for Writing Tutoring

With a focus on your work as a Writing Tutor, you will do ongoing planning for your tutoring sessions. You will be sharing your plans with your Trainer, your Faculty Mentor, and with other Tutors who tutor in writing. They will be able to help you adapt your plans and questions to the most probable situations that you may encounter.

Below is a completed session plan for a 30-minute writing tutoring session

Lakeisha B – Mock Session Plan with Zahra

1. Learning Objective – What the learner will be able to do upon mastery of this activity.
Upon mastery of this activity, the learner will be able to write a strong, clear, and purposeful thesis statement.
2. Anticipatory Set – Puts the tutee into a receptive frame of mind. Include what the learner already knows; review of other work that may relate to this new activity.
To put the tutee into a receptive frame of mind, I first talk to them about what classes they are taking, and I show interest and enthusiasm about what they would like to discuss with me. I let the tutee tell me about what issues they are having with their assignment and then I ask them for their assignment instructions, so we can better understand the assignment together. By listening to what the tutee says about the assignment and their struggles, I get a sense of what they already know.
3. Input – Tutor presents new information, using specific materials related to objective and focusing on the necessary basic skills.
I provide the tutee with a learning centre resource titled "How to Write a Strong Thesis Statement". I explain this resource and we go through it together, putting her thesis statement to the test of the resource's guidelines.
4. Modeling – Tutor shows the skill needed so that the tutee can then do it themselves. The tutee asks question and tries the skill.
To show the skill of writing a strong thesis statement, I go through the resource with the tutee. I explain that using the resource as a checklist is a great way to decide whether or not a thesis statement is a good one. As I go through each bolded item of the resource, the tutee seems to understand how to take advice from the resource (avoiding vague words, for example) and comparing that standard to their own thesis statement.

5. Check for Understanding – Tutor checks that each step has been understood.
Throughout the session I ask the tutee, "How are you feeling so far?" I am very conscious of not overwhelming my tutee and I want to make sure that the way I'm approaching the session is working for them. I confirm that each step has been understood when the tutee tells me that using the resource as a checklist is, in fact, helpful.
6. Guided Practice – Tutor provides opportunity to practice what has been presented. Effectiveness of the learning activity is evaluated and adjusted.
I go through the resource one bolded item at a time and I ask the tutee, "Do you think that your thesis statement tells your reader what this paper will be about?" Giving my tutee time to respond to my question allows me as the tutor to see whether or not the tutee understands.
7. Closure – Tutor brings session to an appropriate conclusion with review and ensuring that the tutee has the main ideas.
To conclude the session, I provide a recap of the session. We revisit the importance of following assignment instructions and we talk about where a thesis statement should be in an introductory paragraph and what its structure should look like. I also briefly recap the importance of using the learning resources to promote learner confidence. I finish the session by asking the tutee if there is anything that we hadn't covered in our session or if they have specific questions. I also encourage the tutee to book sessions in the future.
8. Independent Practice – Tutor provides an activity to reinforce proficiency related to the stated objective.
Other than providing the tutee with the learning centre resource to compare her thesis to, I don't believe I have provided extra practice related to the stated objective.